



INTERNATIONAL BACCALAUREATE ORGANIZATION

Diploma Programme

Application form part A

*(To be submitted at least **15 months** prior to the
planned commencement of teaching the programme.)*

The appropriate application fee must be paid to the finance office in Cardiff or to IBNA
New York office for North American schools
when submitting this application part A.

Name of school:

New Hampton School

Date of submission:

September 30, 2008

*Diploma programme
Application form part A
(application for candidate status)*

Published September 2006

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Organisation du Baccalauréat International
Route des Morillons 15

Grand-Saconnex, Genève
CH-1218
SWITZERLAND

Notes to the user

1. This *Diploma Programme application form part A* should be read in conjunction with:

- *Diploma Programme guide to school application*
- *Diploma Programme school guide to the authorization visit*
- *Application procedure for candidate schools*
- *Rules for authorized schools: Diploma Programme*
- *General regulations: Diploma Programme*

Further information can be found in *Schools' Guide to the Diploma Programme* (<http://www.ibo.org/>).

2. This application form requests information under the following headings.

1. Contact details
2. School information
3. Students
4. Academic programmes
5. Master schedule/timetable
6. Teaching personnel
7. School facilities
8. Preparation for the introduction of the IB Diploma Programme—consultation
9. Preparation for the introduction of the IB Diploma Programme—financial planning
10. Preparation for the introduction of the IB Diploma Programme—implementation

3. This document also includes the following additional information and requests for information.

- Application part A coversheet
- Appendix 1 Proposed IB Diploma Programme subjects
- Appendix 2 Professional development of IB Diploma Programme teachers

4. This *Diploma Programme application form part A* and appendices should be completed electronically and e-mailed to the IB regional office. The application should also be copied to the appropriate regional representative (where applicable).

Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses. Ensure that the school is clearly identified in all correspondence.

<p>Note: If you are unable or unwilling to provide information for any of the items in this application, please provide an explanation.</p>
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APPLICATION PART A COVERSHEET

**To the director general of the International Baccalaureate Organization (IBO),
Geneva, for authorization to offer the IB Diploma Programme**

Official name of school:

The New Hampton School

On behalf of the above-named school, I request official authorization to offer the curriculum of the IB Diploma Programme and to register candidates for the examinations. Information about the school is supplied on the attached form and in the accompanying documents.

I understand that after submission of part A of the application form, if the required conditions are fulfilled, the school will achieve candidate status. Furthermore, I understand that part B of the application form must be submitted to the regional office at least two months prior to the planned authorization visit.

I confirm that:

- A. I have read the following documents and agree to abide by the regulations, criteria and conditions for candidate schools stated therein:
 - *Application procedure for candidate schools*
 - *Rules for authorized schools: Diploma Programme*
 - *General regulations: Diploma Programme*
- B. the appropriate financial authorities of the school/public school district know of the schedule of IB Diploma Programme fees and have agreed to their timely payment
- C. the school will not advertise or otherwise imply that it is authorized to offer the IB Diploma Programme unless, and until such time as, the school receives notification of authorization from the IBO director general, Geneva
- D. the school will only use the "IB World School" logo if and when the school is authorized to offer the IB Diploma Programme.

I agree that this electronic application form, whether signed electronically or not, will be understood by the IBO to have been read and endorsed by the head of the school, without a signed hard copy being necessary.

I understand and accept that any dispute arising from, or in connection with, part A or part B of the application, or any other document relating to the authorization process, shall be finally settled by three arbitrators in accordance with the Rules of Arbitration of the Chamber of Commerce and Industry of Geneva. The seat of the arbitration shall be Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

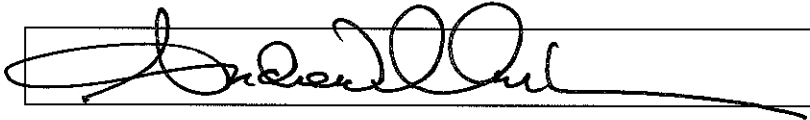
I further declare that, to the best of my knowledge, the information given on this form is correct.

Name and title of head of school:

Andrew Menke, Head of School

Signature:

Date:

A handwritten signature in black ink, appearing to read "Andrew Menke", is written over a rectangular box.

September 1, 2008

IB candidate schools: a guide to publicizing your plans

Congratulations on your decision to apply to become an IB World School. We know that candidate schools are very enthusiastic and eager to keep their school community informed of progress being made in their application.

In order to assist schools with their promotion and communication, the IBO asks you use the following text, unchanged, in school publications, newsletters, brochures, staff advertisements and web sites.

(New Hampton School) is a candidate school for the (Diploma Programme). This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that (New Hampton School) believes is important for our students.*

**Only schools authorized by the International Baccalaureate Organization (IBO) as IB World Schools can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme. Candidate status gives no guarantee that authorization will be granted.*

For further information about the IBO and its programmes, visit <http://www.ibo.org>.

There are two documents that you should refer to for information and advice.

1. *Application Procedure for Candidate Schools*. Article 4 concerns misleading statements in school publicity.
2. *IBO Policy and Rules for Use of IBO Intellectual Property*. This provides information on the correct use of IBO trademarks and copyright material, detailing what you can copy and how. For example, you may not use any of the IBO's logos and you must acknowledge the IBO as the source when you quote directly.

If you have any questions with regard to publicity, please contact your regional office or the communications team at communications@ibo.org.

Finally, we wish you success in your implementation work and look forward to welcoming you as an IB World School.

Communications department

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1 CONTACT DETAILS

1a Name of candidate school:

New Hampton School

Legal registered name of school: *(if different from above)*

New Hampton School

Full postal address:

70 Main Street
New Hampton, New Hampshire 03256-4243 USA

Street address: *(if different from above)*

Telephone: *(include country and area codes)*

011-603-677-3400

Fax: *(include country and area codes)*

011-603-677-3483

E-mail address of:

Head of school

amenke@newhampton.org

General e-mail address for school

academics@newhampton.org

IB Diploma Programme coordinator designate

dlove@newhampton.org

School public web site

www.newhampton.org

1b Name and current position and responsibilities of the IB Diploma Programme coordinator designate:

Name: Daniel W. Love, Global Curriculum Coordinator / IB Coordinator

Current job description:

Global Curriculum Coordinator

Reporting to the Head of School and working in partnership with the Director of Studies, the Global Curriculum Coordinator at New Hampton School oversees the curriculum development and scope and sequence of individual courses as well as the research, design, and implementation of the core curriculum.

Specific responsibilities include (but are not limited to):

Research and design innovative curricula for each academic content area to contemporize both content, skills and approaches used.

Collaborate with the Director of Studies and Academic Departments to critique and revise course sequencing and offerings that manifest research findings.

Ensure the delivery of fundamental academic skills within a more "relevant" set of courses.

Research and design strategies for the implementation of greater technology use across the curriculum to represent the most recent technological developments.

Determine the fundamental skill sets necessary to develop citizens for the 21st century.

Collects and strategically develops syllabi/course outlines from each faculty member in the discipline areas. The Curriculum Coordinator reconciles significant differences between individual syllabi.

Facilitates additions, deletions or changes to courses.

Maintains the integrity of courses and the curriculum.

Monitors assessment in individual courses.

Supervises textbook, teaching resources, and technology selections for each course in discipline areas, interacting with the bookstore and faculty as needed.

Research and develop relationships with schools across the globe to create globally relevant exchange opportunities. These should represent both language and cultural immersion opportunities.

Ensure the NHS curriculum is relevant and cooperative with curricula of chosen international schools (i.e. explore IB and its importance to exchange alliances).

IB Curriculum Coordinator. Fully responsible for programmatic and institutional items concerning the International Baccalaureate Program at NHS. Recruits and registers full-diploma and certificate students enrolled in NHS. Administers and sends IB internal assessments and externally moderated exams.

Facilitates and disseminates IB relevant material to staff. Conducts on-going parent education to the benefits of the IB Diploma program. Relates IB scores to College Counseling Department and other interested parties.

Classroom teaching evaluation.

Coordination of academic professional development.

Co-Chairs Committee of Academic Department Heads with the Director of Studies.

Oversight of and collaboration with Experiential Learning Program Director.

Present the global curriculum at national conferences to recognize the program's strength, viability, and importance.

*The Curriculum Coordinator also teaches one class.

2 SCHOOL INFORMATION

2a Legal status of school:

Government/state

Private

Other (specify)

501(c)(3)
Corporation

2b School governance:

(i) List all members of the governing body of the school (if applicable, indicate their role on the body)

(please see attached)

(ii) List key areas of responsibility of the governing body

(please see attached)

2c Type of school:

Boys'

Girls'

Coeducational

Boarding

Day

Coeducational

Boarding

Day

2d Academic year dates:

Starts

September

Ends

May

Term holiday dates

Winter Break: December 18 to January 6
Spring Break: March 14 to March 30

2e Does the school offer other IB programmes?

Yes/No

No

If "yes", please specify IBO school codes and status.

PYP code

Candidate
school

Authorized?
(Date)

MYP code

Candidate
school

Authorized?
(Date)

2f With what other organization(s), if any, is the school accredited (for example, ECIS, WASC)?

New England Association of Schools and Colleges

3 STUDENTS

3a Age range of students in the school: From to years old

3b Name the grades or years that comprise the different sectors of the school and indicate the total number of students in each sector.

Sector/grade level	Grades/years	Number of students in each year level
elementary/primary		
middle		
secondary	9/10/11/12 & Post-Graduate	50/70/90/110
high		

3c What changes in enrollment are expected in the next five years in the whole school? *Your answer should not include any changes that you anticipate as a result of offering the IB Diploma Programme.*

Year 1:

320

Year 3:

320

Year 5:

320

3d For what examination session will your students be enrolled?

(May/November)

May 2012

- 3e How many students and what percentage are expected to be full diploma candidates at the end of their IB Diploma Programme?** *Please complete the following table:*

	Total number of students (including non-Diploma programme)	No. of full Diploma Programme students	% of full Diploma Programme students	No. of Diploma Programme certificate students only	% of Diploma Programme certificate students only
For the first group of candidates to study the IB Diploma Programme Year.....	320	10		75	
For the second group of candidates to study the IB Diploma Programme Year.....	320	10		75	

- 3f Does your school charge tuition fees?** **Yes/No**

Yes

If yes, what percentage and number of students over the duration of the Diploma Programme are likely to receive assistance with tuition fees?

a) full assistance (that is, pay no tuition fees)

%

0

Number

0

b) part assistance (please specify)

%

33

Number

177

- 3g How will the school endorse the philosophy of the IB Diploma Programme and promote the full diploma in preference to certificates?**

Our school believes that the IB Diploma programme establishes a more holistic approach to education. Currently our school offers various Advanced Placement (AP) courses. We have found dissatisfaction with the isolation of the courses. The IB Diploma designs teaching around a philosophy and methodology, AP has no coherent philosophy. IB uses a balanced curriculum with core aspects like TOK, CAS and the Extended Essay. The IB Diploma programme is more

relevant for adult responsibilities with enrichment opportunities outside of the classroom. Our school plans to offer certificates but the benefit of the IB Diploma programme truly lies in the interconnected curriculum of the 6 groups and the core elements of TOK, CAS and the Extended Essay.

3h Will students have to meet entrance or selection criteria in order to be enrolled in the IB Diploma Programme?

Yes/No

Yes,

If "yes", please provide information on selection criteria.

Currently for our "honors" or accelerated courses (like the AP) we ask for approval by: student advisors, teachers, department heads, director of studies and we would include the IB coordinator to confer in the selection of IB Diploma students.

3i Nationalities/ethnicities of students:

Principal nationalities/ethnicities	Approximate number of students
United States of America	260
Cameroon	1
Berkina Faso	1
Bermuda	2
Cape Verde	1
Chinese	15
El Salvador	1
German	7
Korean	25
Spanish	1
British / United Kingdom	1

Italian	1
Israeli	3

- 3j** What percentage of your graduating students entered a tertiary educational institution in the past two years?

	Previous year (%)	Year before that (%)
3- or 4-year college/university	99	99
2-year college	1	1
Vocational/technical		

4 ACADEMIC PROGRAMMES

- 4a** How did you first hear about the IB Diploma Programme? *Please be as specific as possible.*

Robert Kennedy, Chair Emeritus and former board member of the International School in Geneva Switzerland

- 4b** List the main reasons for wanting to introduce the IB Diploma Programme.

"New Hampton School embarked on the development of a Strategic Plan in the spring of 2006, seeking to capture momentum, involve the entire school community, and define a new set of bold initiatives for the future. The school entered this highly collaborative process at a point of strength and stability, with a campus community poised to write the next chapter in the school's proud history." These words from Sanders Abraham, Trustee Chair of the Strategic Planning Steering Committee illustrate the genesis of the idea to adopt the IB Diploma Programme. From the work of the sixty-nine individuals, including faculty, staff, parents, students, and community members, they produced articulate three key elements on which the eighteen Strategic Planning sub-committees are to focus: a global approach; a local application; and purposeful exploration. They also work to clarify and articulate the mission and vision of the school. New Hampton School "prepares students for life-long learning through self-discovery, authentic relationships, civic responsibility, and global citizenship." Furthermore our vision "...to be a nationally recognized innovator, known for our globally oriented program that nurtures creative,

compassionate students who are empowered to make a difference in the world." The mission and vision of the New Hampton School and the IBO Diploma are not merely compatible, they specifically the focus of creating "global citizens". We are a school in rural New Hampshire, but we host an international student and parent population. Our international population deserves an internationally recognized program like the IB. Both NHS and IBO are focused on creating citizens to make the world "better and more peaceful." NHS and IBO also have shared goals of creating life-long learners who "understand that other people, with their differences, can also be right." NHS includes in their core values the beliefs of: individual transformation; inclusivity; diversity of learners; individuality; academic innovation; with respect and responsibility. The IBO mission and strategy support and perfectly compliments New Hampton School's mission, vision and core values therefore we are seeking to be an International Baccalaureate school and also hoping to collaborate with a network of international IB World schools.

4c List the external (state/provincial/national/international) curriculums/examinations for which students are currently prepared:

- (i) in the two years or more preceding the IB Diploma Programme in your school**

Non-applicable, we are a private, independent school.

- (ii) in the grades or levels where the IB Diploma Programme will be offered (that is, the last two years of secondary school).**

Non-applicable, we are a private school

4d If the school currently offers external examinations during the last four years (or less) please list these below.

Please give in each case: (i) number of candidates (ii) percentage pass rate.

Name of examination 1:		
Year	No. of candidates	% pass
Name of examination 2:		
Year	No. of candidates	% pass

4e What activities are your current students engaged in that promote community service?

COMMUNITY SERVICE REQUIREMENT FOR PROMOTION & GRADUATION

At New Hampton School, we believe that engaging our students in community service experiences can cultivate a sense of civic virtue; our students learn about responsibilities that are inherent to citizenship in a democratic society. Because we recognize the value of instilling in students the feeling that they are part of a wider community, all community members will be expected to give of their time in some way to life in or outside of New Hampton throughout the academic year. Students will develop new relationships, gain important experiences from helping others and draw upon or discover unused talents. Service projects, coordinated and endorsed by the Director of Service Learning, are wide-ranging and accommodate varied student interests. Eight Saturday mornings throughout the fall and spring are devoted to school-wide service efforts. Participation in this Saturday program is a requirement for all freshmen, sophomores, and juniors, and it will be recorded on each student's official record as "pass" or "fail" Students who do not complete their community service commitment will not be promoted to the next grade level and will not be eligible for a diploma at the end of their senior year.

SERVICE LEARNING PROJECT REQUIREMENT FOR GRADUATION

Seniors and postgraduates will embark on a different kind of citizen action – the Service Learning Project (SLP). It is an opportunity for them to engage in meaningful, self-designed service in which they meet authentic community needs through creative civic action. Seniors and postgraduates* will experience real community issues, problem solving, active communication, and career opportunities. Students will choose between two basic options: Option A (serving over the summer in their home community) or Option B (taking on a leadership role for the NHS campus during the junior second semester or senior first semester). Either option requires thirty hours of service to one nonprofit organization and the completion of the SLP Log. The SLP Log will be submitted to the student's advisor for Option A and a Pass/Fail grade and comment will be

posted the report card for the first semester. For Option B, students will submit the log to the faculty sponsor of the leadership position and students will receive a Pass/Fail grade and a comment at the mid-semester and/or end-of-semester report card in the semester in which the project is being completed. Students may receive Honors for performing forty hours or more and submitting a visual project (no posters).

5 MASTER SCHEDULE/TIMETABLE

5a How many weeks of instruction are there in your school year?

32

5b How many instructional periods do students receive per week?

24

5c How long (in minutes) is each instructional period?

60
(average)

6 TEACHING PERSONNEL

6a Teachers who will teach the IB Diploma Programme:

Number of full-time teachers

14

Number of part-time teachers

4

Overall teacher to student ratio (counting part-time teachers pro rata)
teacher per

One

5:1

students

6b The maximum class size in junior secondary school?

15

The maximum class size proposed for Diploma Programme classes?

15

6c Principal nationalities/ethnicities of the teaching staff:

Principal nationalities/ethnicities	Approximate number of staff
White/Causian	66
African American	1
Asian	2 (add rows as necessary)

6d What opportunities are there for the professional views of the teachers/faculty to contribute to the educational policies of the school?

We have regular, weekly faculty meetings that are an open forum. Faculty may also ask for items to be added to the agenda of such meetings. There are also weekly department

meetings. Currently we are in a five-year strategic planning process that incorporates the ideas of faculty in the over sixteen different committee and sub-committee groups.

7 SCHOOL FACILITIES

- 7a Please list and describe the facilities provided for all proposed IB Diploma Programme subjects:** *Refer to the school prospectus/brochure as appropriate (for example, science laboratories, art rooms).*

Science facilities:

New Hampton School will open a new math and science building at the beginning of the 2009-2010 school year. The facilities and technology make it an ideal location to teach IB science courses at NHS. Please refer to the attached building plans for a visual of the following.

The building will have seven laboratories. The major disciplines of biology, physics, and chemistry will each have two labs. Each of these six labs is 960 square feet, one half dedicated to laboratory activities and the second to lecture and projects. The lecture or classroom side of the room is equipped with an instructor's demonstration table, white board and an eight-foot InterWrite interactive board. Each room has AV equipment mounted on the ceiling. Students will sit at nine moveable tables that will allow flexibility in the set up of the classroom.

The lab areas of the chemistry and biology labs are equipped with four lab tables that are adjoined by a continuous counter around the outside wall of the lab. All surfaces are epoxy-resin making them chemical and heat resistant. The labs have vented hoods for demonstrations and projects. Storage cabinets are located under and over the counters in all of the labs giving students access to equipment needed for projects.

Physics labs are as above except they have four movable lab tables and I-beams mounted to the ceiling to hang pendulum, pulleys, etc.

In addition to the learning areas, biology and chemistry teachers have 260 square foot prep areas located in between the labs. A 220 square foot plant room with irrigation and lighting will be available to biology classes. Physics labs have a 65 square foot storage room.

The seventh lab is the 286 square foot Environmental lab and is "command control" for field classes like Environmental Systems and Society. Attached to the lab is a 560 square foot classroom with white board, InterWrite, and AV equipment for lecture and project. Within the lab area there are two chemical resistant lab tables, sinks and an attached 88 square foot tank room that can hold several aquaria for experiments and projects. The 108 square foot prep room includes pegboard and cabinets for storage and hangers for storage and cleaning of waders and snowshoes. NHS has an abundance of sites for field study, including a 200-acre mixed forest, the Pemigewasset River, vernal pools, ponds and a state fish hatchery.

Science classes will have access to the new buildings computer lab that will house additional Mac computers.

Visual arts facilities:

Visual arts is divided into studio art and photography. Studio art has an open studio space, a printing press and work space for 2D and 3D work. There is also a beautiful 500 square foot gallery with state-of-the-art lighting to display both professional and student work. Exhibits change monthly.

The photography lab facilities include: 8 enlargers for small and medium format black & white photography; darkroom (traditional Black & White lab); darkroom for processing film and alternative print making; separate classroom space with "iMac" computers with "Adobe Creative Suite" software for digital imaging; and an "Epson Stylus Pro 3800" printer. As mentioned in the computer facilities section, there is a dedicated arts facility for film editing and graphic design classes include the use of twelve "iMac" computers, scanners, and color printers.

Music facilities: The music department occupies an entire wing of the Arts and Athletics Center. Two recording studios, two music classrooms, and four private practice rooms allow for simultaneous rehearsal by various individuals and groups. For instance, it is conceivable that while a student theatre group is in rehearsal on the McEvoy Theatre stage, a choir may rehearse in one practice room, a cellist in another, a rock band in the third, and a flutist record from the fourth, while children's theatre may be using still another space to run lines. The ability to burn CD's and digital recording studio allows students to preserve professional records of their work.

Theatre arts facilities: The McEvoy Theater (1987) is a contemporary space that is well-equipped for educational theatre productions and concerts. The theater is octagonal in shape and features a proscenium stage. The audience is configured in a half-circle and faces the stage across a substantial orchestra area. The theater can be reconfigured by adding a thrust stage across the orchestra; the maximum dimensions of the thrust are thirty feet wide and 16 feet deep. The fixed seating capacity of the house is 280, although over 340 can be seated through the addition of movable seats. The lighting system is controlled by a Leprecon LP1600 console, which is fully programmable through cue stacks and soft patch. Alternatively, the board can be operated as a standard manual two scene preset system. The sound is controlled through an Allen and Heath GL4 Multi-Function Audio Mixing Console that features 40 channels. The console processes sound from tapes, CDs and live feed. Projection capability is provided by a Panasonic LCD projector which displays from VHS, disc or computer.

Computer facilities: There are nine main areas for computers. We support two operating platforms, Windows and Apple Macintosh. The breakdown of computers for the entire campus is: five computers in the college office; nine in the first floor of the library; fifteen a dedicated computer lab (that also serves as a language lab with digital recording); twelve a specially designed publishing lab for use with digital film classes and computer-aided graphic design; five in the art studios; six in the student center; and six in the science laboratory (with the sixteen new computers going into the math-science center in 2009). Our entire campus has wireless internet and every member of the teaching faculty (full or part-time) receives a "MacBook" laptop. We also have six "Inter-write Boards" for use through various buildings.

Library/resource centre:

Our Library, the Academic Research Center (ARC) features a multimedia library center with collections of books (15,000 volumes), serials, video and audio tapes and online services.

The Heald College Resource Center and classrooms are on the upper level. A master classroom, The Class of 1962 Seminar "master classroom" with full audio/visual and data capabilities seats 100 on the lower level. Including the lower level computer lab, nearly 40 computers are available for your use in the facility.

New Hampton School also has a working relationship with the Gordon Nash Public Library for the town of New Hampton. The Gordon Nash library has 34,000 different

Sporting facilities: There are five athletic fields, nine tennis courts, and a 250-acre mountain area for outdoor education and recreation. Our campus also has a synthetic turf athletic field, state-of-the-art climbing wall, two level fitness center with free and machine weights, and hockey rink.

General classrooms: The New Hampton School campus has fifty-two individual classrooms. They range from expansive seventy-plus lecture halls to one-on-one tutorial classrooms. The majority of our teaching space is for classes of generally no more than fifteen students. Most of our teachers have their own dedicated classrooms for use during and after class.

- 7b (i) Give the approximate number of different book titles and electronic media in the school library for students by language. Please specify the languages and add columns if necessary. (Indicate in brackets the number of titles relevant to secondary students.)

	Language 1	Language 2	Language 3	Other
General reference	1,925			
Non-fiction	10,055			
Fiction	1,566			
Periodicals	37			
CD-Roms	0			
Research database	6 subscription services: EBSCO, Grollier, GaleNet, Noodle Tools, Britainica, Sage Brush Info. Center			
Videos/DVDs	1,151			
Audio cassettes	42			

- (ii) Give the approximate number of different book titles and electronic media for teacher support (both in the library and in other areas).

	Language 1	Language 2	Language 3	Other
No. of titles	148			

- 7c (i) Do you have a full-time qualified librarian?

Yes/No

Yes

If not, please explain below how this role is managed. If you do, is the librarian a trained "teacher-librarian"?

The Librarian will follow the faculty employment schedule, beginning with Faculty Orientation and ending with End of the Year faculty Meetings.

Expected hours will be 8AM-4 PM Monday-Friday and 8-12 on class Saturdays.

- ❖ Manage the library: coordinate the selection and ordering of materials; oversee staff (paraprofessionals and faculty assistants) to ensure the circulation and management of all library materials and the provision of a positive learning environment for members of the community.
- ❖ Oversee resource technology, support, and growth throughout the school community.
- ❖ Plan and implement professional development programs for faculty in areas of information technology use and integration into curriculum.
- ❖ Keep informed of curricular needs and trends as they relate to educational and library/media services and provide resources as needed.
- ❖ Assist teachers in promoting student reading experiences and the teaching of library skills.
- ❖ Assume responsibility for the budgetary aspects of library/media programs.
- ❖ Coordinate relations with town library and regional library networks.
- ❖ Continue to develop our collection.
- ❖ Continue to organize www links for our Library Home Page.
- ❖ Create instructional programs for searching online resources and other library materials. She will design a program for library staff and faculty and another for program for students.
- ❖ Create guides for using the ARC.
- ❖ Publicize our collection to department heads and faculty by offering a bibliography of resources we have on a particular topic, and by providing library instruction to groups of students.
- ❖ Evening duty one night/week

7d Indicate the days of the week and the hours when the library is available to students.

Monday-Friday: 8:00 am – 4:00 pm & 6:30 pm – 9:30 pm

Saturday: 8:00 am – 11:00 am

Sunday: 1:00 pm – 9:30 pm

7e How is the librarian involved with the teachers in curriculum planning and resourcing?

The librarian is regularly involved with professional development days focusing on curriculum. The librarian also collects, comments on and assists with research assignments throughout the grade levels.

7f How many computers in the library (and elsewhere in the school) have Internet access for students?

60
also the
campus

has
wireless
internet

8 PREPARATION FOR THE INTRODUCTION OF THE IB DIPLOMA PROGRAMME—CONSULTATION

Describe the nature of the consultation that the school has already had with the following groups:

8a IBO regional representative(s)/officer(s)

Marilynne Sinclair has been our consultant.

8b Teaching staff

In the fall of 2007 we created a voluntary, exploratory committee of faculty to begin initial research into the IB Diploma Program. The committee was chaired by our Director of Studies, Jennifer Berry and our College Counselor, Sally Smith. The committee consisted of eight to ten key faculty stakeholders. The range of teacher's understanding of I.B. ranged from those who were IB trained, those who worked in IB schools, those who were familiar with the program and others who were learning about it for the first time. Members of the exploratory committee now are on the steering committee to complete aspects of the application phases.

8c Parents *(optional at this stage)*

8d Students *(optional at this stage)*

8e Local, regional or national educational authorities, where applicable *(Please specify.)*

Non-applicable

8f Other IB World Schools teaching the Diploma Programme

9 PREPARATION FOR THE INTRODUCTION OF THE IB DIPLOMA PROGRAMME—FINANCIAL PLANNING

9a Will all fees payable to the IBO be covered by the school? Yes/No Yes

If not, how will these fees be covered? Please include written confirmation from the authority in question.

New Hampton School will collect fees and pay the IBO directly.

9b Has adequate funding been available this year to enable staff to undertake IBO-approved professional development before an authorization visit takes place? Yes/No yes

If "yes", please provide details on the amount of funding and for how many teachers.

Please see attached implementation budget.

10 PREPARATION FOR THE INTRODUCTION OF THE IB DIPLOMA PROGRAMME—IMPLEMENTATION

10a In what ways will your school's participation with the IBO benefit your community and contribute to the strength of the IBO?

The IBO will provide a sense of international focus to our rural, New Hampshire community. Also we believe that our students will matriculate on to more international opportunities.

10b Describe your school's organizational structure. (You may attach an organizational chart if you prefer.) Please indicate the decision-making authority of key personnel.

Please see attached organizational chart.

10c How does your school's organizational structure support the programmes and philosophy of the IBO?

Central to the organizational structure of the our school is the mission of New Hampton School school, to "...prepare students for life-long learning through self-discovery, authentic relationships, civic responsibility, and global citizenship." We believe this fits congruently with the aims of the IBO and specifically the IB Diploma Programme. Learning to us at NHS is about authentic, holistic relationships. We believe the educational model of the IB Diploma's two-year curriculum is helps our school better reach our mission. Also the IBO's commitment of "learning to learn" is already central to our organizational thinking through our experiential learning programs, our four-year continuum of skills called the Foundations of Learning and the paramount importance of service. Regarding service learning, we at NHS dedicate eight Saturdays a year to working on community service projects (please see 4e of application). Built into the organizational structure of our school is a team of three dedicated Service Leaders whose job description is to coordinate the forty different service learning projects. We also have individual faculty who volunteer to work with our 12th grade Seniors on their "Senior Leadership Project" (again see 4e of application). We have a Global

Curriculum Coordinator to support educational opportunities for students on campus and abroad through exchange programs. We have a Director of Technology for the classroom, a position designed to better train teachers to implement and educate students on the opportunities in current technology. We have "Aspen Institute" tables in all of our classrooms to create a student-centered learning environment. We have a holistic curriculum that focuses on skills, process of understanding and not just a standardized product. New Hampton School also has a long tradition of student support, like the IBO, New Hampton School believes that all students should have the opportunity to pursue the academic course of their choosing. It is because of this deep founded commitment to student learning that NHS has an Academic Support Program (ASP) that is designed to aid students in being advocates for their own education and design a tutored path toward academic independence. The ASP allows students to work one on one with teachers or in smaller classroom settings in order to develop their abilities as learners. Our Academic Support Program with twelve full-time tutors skilled in educational differentiation to serve the needs of the greatest number of learners. Our vision statement at New Hampton School is to "...be a nationally recognized innovator, known for our globally oriented program that nurtures creative, compassionate students who are empowered to make a difference in the world." The IB Diploma Programme would be the perfect manifestation of our vision.

10d What does your school understand by the term "international" education?

We have a very culturally diverse student body with over sixty international students of our three hundred-student population. They represent every continent (except Australia). We have students from: Germany, Korea, China, Sierra Leone, Brazil, El Salvador, Canada, Spain, Italy, England and many more countries. We actively recruit international and well-traveled teachers. We have a global relevant curriculum that focuses on skills for the 21st century learner (see attached Foundations of Learning: Skills Continuum). One of the ten skills highlighted in the Foundations of Learning is awareness, specifically focusing on global awareness and addressing an international community. We are working to create more international exchange opportunities through travel or distance learning. We have recently increased our world language department to include Chinese along with French, Spanish, and Latin. One of most celebrated traditions is International Night where students and staff cook, perform, and celebrate the international diversity our school offers.

10e What does your school do now to promote international-mindedness in students and teachers?

Promoting international-mindedness starts for us in the classroom and continues in every conversation that happens on our campus, whether it is in the dining hall or the athletic field. Being aware of other cultures is how we live at New Hampton School because it is a part of where we live. We have such a variety of international cultures that live, learn, and love being here. Every reading choice in class or discussion recognizes there is not one truth. An example of this thinking in practice is, as a foundational course this year we created a Comparative Cultures Class that focuses on social, political and economic awareness in the world. The hallmark social science class is for our first year students to ground them in the importance of an inclusive, internationally-minded curriculum. Also our school has a community (students and faculty) meeting and speaking series through out the year. This year's topic is "acceptance" and speakers such university professors, like Blake Allen the head of the Pakistani Educational Leadership Institute. Speakers discuss their role in promoting "acceptance" in the world. Our school is also very focused on sustainability. We have a Sustainability Coordinator who informs, educates, and encourages the most environmentally sound practices for our campus. We have a seven continent wide alumni association that helps to foster communication and extend opportunities to our students and staff. We regularly recruit internationally for students to join our community regardless of ability to pay.

10f If your school is authorized to offer the IB Diploma Programme, when would you wish to begin teaching?

We plan to begin teaching in

September, 2010

(Date: month and year)

for first examinations in

May 2012

(May or November, and year)

10g Preferred month and year for
authorization visit

October, 2009

10h Who completed this application form?

Name:

Daniel W. Love

Title:

I.B. Coordinator

Date:

September 30, 2008

Important reminder:

To be considered complete, this *Application form part A* must include the documents listed below (the number of copies will be specified by the regional office). If any items are not available or applicable, please submit an explanation.

☐ **Completed *Diploma Programme application form part A***

☐ **Evidence of payment of the non-refundable candidate fee**

Please see the fee schedule for your region. This can be obtained from your regional office.

☐ **Documentary confirmation of the legal status of the school.**

☐ **Written confirmation of support from the authorities that will finance the IB Diploma Programme in the school.**

It is recommended that a copy of the governing body's policy decision to implement the programme is included.

☐ **Documentary evidence of long-term fiscal viability.**

This should demonstrate that the school is an institution that meets its financial obligations, for example, audited budget statements of the last two years.

☐ **Implementation budget.**

This should include provision for the professional development of staff at IBO-approved workshops. Please consult with the regional office for details.

☐ **The school prospectus, brochure or general information document.**

☐ **Letters of support for the IB Diploma Programme from:**

- the principal or head of school
- the superintendent (particularly for public, separate, or state-funded schools in North America)
- the president of the school board or other governing body.

☐ **A strategic plan for implementation of the IB Diploma Programme.**

This should identify staff responsibilities for the head of school, the IB Diploma Programme coordinator, and the staff responsibilities for TOK and CAS as well as for supervision of the extended essay.

☐ **Professional development of IB Diploma Programme teachers**

Please complete appendix 2 of the *Diploma Programme application form part A*.

Note: The *Diploma Programme application part A* and appendices **should be completed electronically** and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be sent on CD-Rom(s) wherever possible. Please ensure that the school is clearly identified in all correspondence.

Publications

IB Diploma Programme guides and documentation are available from the sales department of the International Baccalaureate Curriculum and Assessment Centre (IBCA), Cardiff, UK. The IBO web site at <http://www.ibo.org/> provides a list of publications, along with information on how to order.

<i>INTERNATIONAL BACCALAUREATE CURRICULUM AND ASSESSMENT CENTRE</i> Code: IBCA	International Baccalaureate Organization Peterson House, Malthouse Avenue Cardiff Gate Cardiff, Wales GB CF23 8GL UNITED KINGDOM	General enquiries: Phone: +44 29 2054 7777 Fax: +44 29 2054 7778 E-mail: ibca@ibo.org Sales department: Phone: +44 29 2054 7746 Fax: +44 29 2054 7779 E-mail: sales@ibo.org
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Appendix 1

Proposed IB Diploma Programme subjects

	Subject(s) chosen	Estimated number of candidates at higher level	Estimated number of candidates at standard level	Language(s) of instruction
Group 1: language A1	English	20	20	English
Group 2: language A2				
language B	Spanish French Latin	Spanish: 9 French: 5 Latin: 3		English and... Spanish French Latin
language <i>ab initio</i>	Spanish French Latin	Spanish: 12 French: 9 Latin: 4		English and... Spanish French Latin
classical languages	Latin	4		English and... Latin
Group 3: individuals and societies	History of the Americas	15	25	English
Group 4: experimental sciences	Biology	5	10	English
	Chemistry	5	5	English
	Physics	8	2	English
	Environmental Systems and Society			English
Group 5: mathematics and computer science	Math	10		English
	Math Studies		15	English
Group 6: the arts	Visual Arts	5	5	English
	Environmental Systems and Society	10		English
Theory of knowledge (TOK)	Compulsory	Not applicable	Not applicable	

Appendix 2

Professional development of IB Diploma Programme teachers

Please indicate when the head of school, IB Diploma Programme coordinator designate and IB Diploma Programme teachers, in each of the Diploma Programme subjects and requirements, have received or will be receiving training. It is expected that all teachers undertake training at IBO-approved workshops prior to beginning teaching. For specifics on regulations regarding building a Diploma Programme, refer to the *Vade Mecum*, section A. Attach extra sheets as necessary.

Diploma Programme groups	Teacher's name next to Diploma Programme subject course (indicate HL/SL)	Qualifications of each teacher (degrees, diplomas)	Date and location of teacher training	Future workshops to be attended
Head of school	Andrew Menke	B.A.		
DP coordinator designate	Daniel W. Love	B.A. M.A.	<u>M.Y.P.</u> Level 1: (October, 2003) Milan, Italy Level 3: (October, 2006) Myrtle Beach, South Carolina, USA <u>Diploma</u> Level 1: (June, 2002) Riga, Latvia Level 3: July, 2005 New York City, New York USA	IB Coordinator Level 1: (November, 2008) Denver, Colorado USA
Group 1: language A1	Darren Redman (English A1 HL/SL)	B.A. M.S.	Diploma Level 1: Montezuma, New Mexico USA (July, 2008)	
Group 2: language A2				
language B	Erin O'Toole (Spanish) Morganne Freeborn (French) Katherine Drennan (Latin)	Spanish: B.A., M.Ed French: B.A. Latin: B.A.		

language <i>ab initio</i>	Erin O'Toole (Spanish) Morganne Freeborn (French) Katherine Drennan (Latin)	Spanish: B.A., M.Ed French: B.A. Latin: B.A.		
classical languages	Katherine Drennan (Latin)	Latin: B.A.		
Group 3: individuals and societies	Daniel Love (History of the Americas: 20 th Century History)	B.A. M.A.	<u>Diploma</u> Economics Level 1: (June, 2002) Riga, Latvia History of the Americas Level 3: July, 2005 New York City, New York USA	
	John Cullinan (History of the Americas)	B.A. M.Ed		
Group 4: experimental sciences	Environmental Systems and Societies: Russel Brummer		Diploma Level 1: Lake Tahoe, California USA (July, 2008)	
Group 5: mathematics and computer science	Forest Reid	B.S. M.S.		Diploma Level 1: Dallas, Texas USA (October, 2008)
Group 6: the arts	Visual Arts: Amy Wilson	B.A.	Diploma Level 1: Montezuma, New Mexico USA (July, 2008)	

Theory of knowledge (TOK)	To Be Determined			
Creativity, action, service (CAS)	To Be Determined			